

# READING ACTIVITIES

## *Book Six*



*Maintenance and Functional Exercises  
for use with*

**THE LAIDLAW BASIC READERS**

Library Edmonton Normal School

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## READING ACTIVITIES BOOK SIX

### Maintenance and Functional Exercises for use with The Laidlaw Basic Readers

To the Teacher: The broad purposes of this reading activities book are two-fold:

1. To give pupils practice in basic reading skills which lead to a mastery of the essentials of reading.
2. To permit pupils to be constantly aware of which skills they are practicing and how these skills will help them.

The methods of bringing about these purposes are also two-fold:

1. By addressing pupils directly on each page, telling them what to do and why they should do it.
2. By providing exercises that obviously make possible the learning that is expected of the pupils.

In this book activities precede selections when added preparation for reading with understanding seems desirable. Exercises follow all selections on which further work is desirable. These preparatory and conclusive exercises should be read strictly in conjunction with the appropriate selections in The Laidlaw Basic Reader. The teacher will note that all main exercise headings, indicating the beginning of work for a certain selection, are printed in **bold** type. All subheadings, indicating a continuation of work with a certain selection, are printed in *italic* type.

Following the exercise material covering a section of reading material in the reader, are review exercises. Following the review pages is a reading speed test. These tests are provided for the purpose of helping the teacher free pupils from the bad results of wasting time while reading.

The exercise material in this series of activities books supplements, and does not duplicate, the exercises in The Laidlaw Basic Reader. The activity books are offered with the thought that the exercises will provide additional training in the mastery of basic reading skills. These skills are listed at the end of the first selection in each of the Laidlaw Basic Readers, Four, Five, and Six.

Teacher and pupils alike will find the pattern of procedure clear, and the exercises interesting and helpful.

Preparation for Reading Laidlaw Basic Reader Book VI

*Choose the Right Words*

Before beginning your reader for this year, you will find some review work useful. On this page

and the next two pages are exercises that will help you remember how to find the meaning of words.

From the list of words below choose one to fill each blank space in each of the sentences following the list.

skyscraper

assembled

adoring

gymnasium

contests

foreman

library

microphone

costumes

broadcast

encyclopedias

contestants

A ..... is a very tall building.

Radio performers speak into a .....

A ..... is a place where books are kept.

..... are large reference books.

People who take part in ..... are called

.....

A ..... is a place for indoor athletics.

The girls wore pretty .....

He took part in a radio .....

The people ..... in a large hall.

The ..... told the men what to do.

## Know the Alphabet

It is helpful to know the alphabet properly. Arrange the following words in alphabetical order. *Dabble* will be the first word.

dabble	.....	dabble	.....
fortune	.....		
large	.....		
damp	.....		
grease	.....		
never	.....		
damsel	.....		
shoulder	.....		
forward	.....		
lark	.....		
nerve	.....		
shove	.....		
fourth	.....		
great	.....		
form	.....		
lard	.....		
nervous	.....		

## *Synonyms and Antonyms*

1. Synonyms are words that have about the same meaning. Think of a synonym for each word below and write it on the blank line opposite the word.

able .....

ability .....

afraid .....

grand .....

like .....

polite .....

real .....

rich .....

2. Antonyms are words that have nearly opposite meanings. Think of an antonym for each word below and write it on the blank line opposite each word.

admit .....

agree .....

love .....

fill .....

first .....

light .....

kind .....



## Useful Guides in Books

In many school books there are at least two guides to help you. These are the *table of contents* and the *glossary*. These two helpers are in your reader. In the table of contents are the titles of selections, the names of the authors, and the page on which

each selection begins. In the glossaries some of the words used in the book are pronounced and defined for your assistance.

Doing the exercises on this page will help you see the value of these two guides. Learn to use them.

1. On what page does the table of contents begin? .....

2. Who wrote the story "All Americans!"?

.....

3. Who wrote the poem "The American Flag"?

.....

4. Turn to page 439 of your reader. How do the marked letters at the top of the page help you? .....

.....

5. In what ways are you shown how to pronounce the word *abandoned*?

.....

.....

6. Why are glossaries and tables of contents valuable? .....

.....

.....

# Preparation for Reading the Story "All Americans!"

## *Use Your Experience*

Much of the reading you do is about subjects you already know something about. You may have read something about the subject, or you may really have had some of the experiences told about. When this is true you have had either real or reading experience

in the happenings of the story. Always use this experience to help you understand your new reading. It is very valuable.

Doing the exercises on this page will help show you how to think about your experience and how to make it useful.

1. What do you like best about the radio? .....

.....  
.....

2. If you have taken part in a radio contest, or been interested in one, tell about it briefly. ....

.....  
.....  
.....

3. What are All-American football players? .....

.....  
.....

4. Is this sentence true or false? "George Washington is the father of all true Americans, Polish, Jewish, Italian, or whatever they may be."

.....

# Activities Following the Story "All Americans!"

## *Find the Main Thoughts*

You should try to understand everything that you read. In almost every story or article some thoughts or ideas are more important than others. The most important thoughts may be called the main thoughts. You should always understand these, be-

cause if you do you will know what the story or article really means.

Doing the exercises here will help you think about main thoughts. Write the main thought for each part under each heading below.

1. A Contest Is Announced .....

.....

.....

.....

2. Mary Dreams of Victory .....

.....

.....

.....

.....

3. The Contest and the Game .....

.....

.....

.....



## *Remember Important Details*

All main thoughts are supported by details. These details build up the ideas or the word pictures the writer is making. Without details stories or articles would not be interesting. Therefore details are important. Many of them should

be remembered long enough so that you can see how they support and explain main thoughts.

Doing the exercises on this page will help you think of important details, and help you see why they are important.

1. What was Mr. Vanowski's work? .....

.....

2. What is a true-false contest? .....

.....

.....

3. What kind of dress did Mary wear at the final contest? .....

.....

4. Why was it necessary for the audience to be quiet while the contest went on? .....

.....

.....

5. Why did Pete think it was great to be a person named Vanowski?

.....

.....

.....

## Find More Information

When you need more information about a subject, you should know where to find it. Much of it you can find in books called *encyclopedias*. Such books come in sets of several volumes. On the back of each volume are letters or words showing that subjects beginning with those letters will be found in those volumes. In volume A, for example, you find Atlanta, Atlantic, and so on. In volume B

you find bears, bees, and so on. It is not hard to know how to choose the right volume, even when some volumes have several letters, such as W to Z.

Doing the exercises here will give you practice in choosing the right volumes. Write the letters after each word below to show which volume you would choose to find information for each subject in the list.

	BC	A	F	UVW	P	QR	S	MN
1. America								
2. Armistice								
3. Poland								
4. radio								
5. steel								
6. football								
7. newspapers								
8. Paderewski								
9. Washington								
10. United States								
11. school								

Activities Following the Selection “So You’re Going on the Air!”

*Finding the Main Thought*

Whenever you read material with so many details as this article has, you should be able to find and remember the main thoughts or ideas. Then you will

know and remember what is most valuable in the article. Doing the exercises here will help you.  
Write the main thoughts found for each of the headings below.

- 1. The Wonders of Radio .....  
.....  
.....  
.....
- 2. On the Air .....  
.....  
.....  
.....
- 3. The entire article .....  
.....  
.....  
.....  
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.....



Preparation for Reading the Poem "Paul Revere's Ride."

Use Your Reading Experience

Many happenings in the history of our country have been written about in poems and stories. You have read some of these poems and stories about our Revolutionary War. In doing the exercises

here, think of the reading experience you have had.

This reading experience will help you do the exercises here, and help you understand the poem about a famous man's ride.

1. Draw a line under the date that comes closest to the beginning of the Revolutionary War.

1700            1850            1775            1900            1918            1812

2. What part did George Washington play in the Revolutionary War?

.....

.....

.....

.....

3. What do you know about Paul Revere? .....

.....

.....

4. What poems or stories have you read in which a very important message was carried by someone? .....

.....

.....

## Activities Following the Story "A Message for Washington."

### *Build Your Vocabulary*

Remember that you can often find the meaning of a word by seeing how it is used in a sentence. Find the words below in your book before defining them here. The fig-

ures tell you the number of the page and the number of the line on the page where the word is used. Try to find the meaning of each word through its use.

1. mighty 39-3 .....
2. household 39-8 .....
3. flighty 39-10 .....
4. prudence 41-4 .....
5. inactive 41-31 .....
6. conference 41-32 .....
7. protested 45-10 .....
8. calamity 45-32 .....
9. gratitude 47-10 .....
10. defiantly 48-31 .....
11. betrayed 49-14 .....
12. ruefully 49-18 .....
13. formal 50-6 .....
14. inaugurated 50-14 .....
- .....

## *Summarize and Report*

To summarize is to express briefly the meaning of something read or heard or thought. When a summary is presented orally or in writing to someone else it becomes a report. It is valuable to know how to make summaries and reports. They help you remember the main ideas of the

selection summarized, and they are short enough to keep the interest of the persons hearing them or reading them.

Find, in an encyclopedia, more information about the Friends, also called Quakers. Then summarize the information and write a report here.

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# Activities Following the Poem "The American Flag."

## *Expressing Emotions*

One of the things we feel most about is our country's flag, and what it stands for. It is a symbol of love and loyalty to our country. We stand in respect when it passes, and salute it at proper

times. When reading about it we feel its importance to us.

On this page you will do exercises that help you express emotions, or feelings, about our country and our flag.

1. What reasons can you give for loving our flag and our country?

.....

.....

.....

.....

2. How do the Stars and Stripes guard us? .....

.....

.....

3. What would be your feeling toward people who did not love their country? .....

.....

.....

.....

.....

Activities Following the Selection "Too Much I."

*Summarize and Report*

An article that tells a series of happenings about the same general subject is easy to summarize and make a report on.

Make a summary of "Too Much

I" and write the summary below. This will give you practice in learning to put in a few words the important ideas of an article.

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Preparation for Reading the Story "Great Heart of the Mountains."

Think for Yourself

In most stories somebody is trying to do something that other people do not want him to do. Or he may be making a fight against some part of nature, such as snow, or storms at sea, or earthquakes. Almost always there is a struggle

or contest of some kind. If you think about this fact you will realize that many of the stories you have read in books and magazines have these struggles or contests. Doing the exercises here will help you think for yourself about this.

1. Think of a story in which men or boys were fighting or working or playing for something against other people. Write some of the story facts here. ....

.....  
.....  
.....  
.....

2. What stories have you read that show people in a struggle against some part of nature? .....

.....  
.....  
.....  
.....  
.....



# Activities Following the Story "Great Heart of the Mountains."

## Another Useful Guide

In history books and geography books there is a very useful guide that you should know how to use. It is an *index*. An *index* tells you quickly on what pages you can find information you want. The *index* is arranged alphabetically. If you want history information about Washington, for example, you just turn to your history

index and find his name and the pages where something is said about him. If you want to look up cotton in a geography book turn to the index, look under the C's, and you will find it right away.

The exercises here will give you practice in using this guide. Learn to use it well.

1. In what part of your history book is the index? .....
2. How many pages in your history book tell something about Austria?  
.....
3. How many pages in your geography book tell about Switzerland?  
.....
4. What can you find about the Alps Mountains in the index of each book? .....  
.....  
.....
5. In what ways do you think an index is helpful? .....  
.....  
.....  
.....

## Find More Information

Whenever you read about something you would like to know more about, you should find more information about it. Such information can usually be found in encyclopedias and other reference books, and in histories and geographies. Get the habit of

using such books, and of finding interesting information in your other school books. Doing the exercises on this page will give you practice in finding information.

Find and write more facts about each of the subjects below.

1. Altdorf .....

.....

2. Alps .....

.....

3. Switzerland .....

.....

.....

4. William Tell .....

.....

.....

5. Austria .....

.....

.....

.....

## Review Activities Following the Section “Emotion—Patriotism and Personalities.”

The exercises on this page and on page 19 will help you review the selections you have read and the skills you have practiced. If there are some details that you have forgotten, skim through the selections in which they appear, and find them.

1. What do you remember best about the story “All Americans!”?

.....

.....

.....

2. Which story did you like best in this part of your book?

.....

Why? .....

.....

.....

3. For what reasons did you like the poems in this part? .....

.....

4. Which illustration did you like best in this part? .....

.....

Why? .....

.....

*(Continue on page 19)*



5. Which real or story person read about in this part did you like best?

.....

Why? .....

.....

.....

6. What have you learned in this part about finding the meaning of words? .....

.....

7. What have you learned about finding more information about something? .....

.....

.....

8. Who were Bruno, Kyo, and Zelina? .....

.....

.....

9. Who was Pete Vanowski? .....

.....

10. What have you learned here about the radio? .....

.....

## Do You Read Fast Enough?

If you do not waste time while you read, you will read fast enough. You should learn, when reading, to think of nothing but what you are reading. You must concentrate. If you do this and learn reading skills as you go along, you will read as fast as you can and still understand what you read. Follow the directions

here, and you will gain practice in reading fast enough.

When your teacher tells you to, turn to page 19 of your reader. Read the entire page, then answer the questions below. When you have finished, raise your hand to show the teacher that you have completed the reading and the exercises.

1. Where were Mary's family sitting? .....

.....

2. Who was Dr. Green? .....

.....

.....

3. Where was the broadcast held? .....

.....

.....

4. What was the first statement made in the contest? .....

.....

.....

5. Who answered the first statement made? .....

.....

## Preparation for Reading the Story "The Way to School."

### *Use Your Experience*

Have you ever been in foreign countries? Most people have not, because it is too expensive to travel far. But you've heard of many foreign countries, and read about them, haven't you? You've read enough to know how different many of them are from our country. The people look different,

and dress differently, and do things in different ways. And because you have read about people in foreign lands, you understand them better, and can understand what you read about them.

Doing the exercises here will help you see how to use your reading experiences.

1. What are some of the things you know from reading about some of the people of Europe? .....

.....  
.....  
.....  
.....  
.....

2. What do you know about some of the people of Asia? .....

.....  
.....  
.....  
.....  
.....



## Activities Following the Story "The Way to School."

### *Use the Dictionary*

The dictionary is such a useful book that you should know it well. It does more than define words. It shows you exactly how to pronounce them. This is done in several ways. Look now at a word in a dictionary, the word *friendly*, for example. In parentheses the word is spelled and marked (frĕnd'ly). This spelling is called phonetic spelling, and shows you the way the word sounds. The little mark over the e means the e is short, and pronounced like the

e in *end*. The mark after the d is an accent mark, and shows that the accent comes after the first syllable. The mark over the i means a short i, pronounced like the i in *ill*. You have this kind of information about all words, and the definition of the word follows. (Other dictionaries may mark words differently to show the same facts.)

For practice, look up each word in the list below and mark it as your dictionary marks it. Make the marks clear.

1. patter .....
2. writing .....
3. exclaim .....
4. yesterday .....
5. friar .....
6. nibble .....
7. reward .....
8. hollow .....
9. slate .....
10. slide .....
11. mountain .....

## Reading Other School Subjects

You should remember to read everything as well as you can. Do not think of your reader as the only book that calls for your best reading ability. Your other subjects, and your reading outside of school, require careful

reading also. Do you see how the travel story you have just read connects with other reading that you do?

The exercises here will lead you to answer that question in a helpful way.

1. What have you learned in this story about the geography of Albania? .....

.....  
.....

2. What have you learned about education in Albania? .....

.....

3. In what ways would you say Albanian children are like children everywhere? .....

.....  
.....  
.....

4. What have you read or heard about Albania in reading or conversation outside of school? .....

.....  
.....

## Activities Following the Poem "The Edge of the World."

### *Beauty in Poems*

Most poems appeal to your imagination. They ask you to see beauty that a poet has seen and put in words. Often poems are written in rhyme, with a pattern of words that sound alike. Most poems have what is called meter. Meter means the pattern of accent that lines of poetry have, the

rhythm of the lines, their "swing." These poetic devices often add interest and beauty to poems, but the main beauty is in the thoughts or word pictures, and the words used to express them.

Doing the exercises here will help show you how to look for beauty in poems.

1. What is the main thought of the poem? .....

.....

2. Why does the main thought appeal to you? .....

.....

.....

3. What are the words that rhyme in this poem? .....

.....

.....

.....

.....

4. What word picture in the poem appeals to you most? .....

.....

.....

## Activities Following the Selection "From Other Lands."

### *Build Your Vocabulary*

One of the best ways to build your vocabulary is to make sure that you find the meaning of every word that you do not know in your reading. Either figure out its meaning from the way in which it is used in the sentence, or look it up in the glossary or a dictionary. Then use it in sen-

tences of your own until you are certain of its meaning.

Doing the exercises here will help you. Write a sentence using each word correctly. The figures after each word show the page and line on the page where the word appears in "From Other Lands."

1. draperies 87-8 .....

.....

2. original 87-13 .....

.....

3. generation 88-14 .....

.....

4. ancient 88-24 .....

.....

5. employee 89-2 .....

.....

6. begrudged 89-7 .....

.....

.....



Preparation for Reading the Story "When the Circus Came."

Use Your Experience

Everyone has either seen, read about, or heard about a circus. Therefore everyone has had some kind of experience with one. For that reason, no one is likely to find it hard to understand a story

about a circus. Doing the exercises on this page will help you express some of your experiences about circuses. The experiences may be real or they may have come from reading.

1. If you have ever seen a circus, tell something about it here.

.....  
.....

2. If you have not seen a circus, what do you know about one from reading or hearing about it? .....

.....

3. Have you ever thought you would like to be in a circus? .....

Tell why or why not. ....

.....  
.....

4. The events of the circus story happen in Norway. Find Norway on a map and find some facts about it before reading the story. Write a few facts here. ....

.....  
.....

## Activities Following the Story "When the Circus Came."

### *Appreciating Story Characters*

It is possible to have the same kinds of feelings about story people as we have about real people. We like some of them more than others, we like the actions of some and dislike the activities or personalities of others, and so on. It helps your ability

to read carefully if you think of the story people as you read, and after you have finished the story.

Doing the exercises here will give you practice in the ability to appreciate the personalities of story characters.

1. In what ways was Inger Johanne kind? .....

.....

2. Did Inger Johanne say anything that wasn't quite true? .....

If so, what? .....

.....

3. In what ways did Inger Johanne show that she was clever and brave? .....

.....

.....

4. What do you think of Karsten, the teacher, and the policeman? .....

.....

.....

.....

## Activities Following the Story "Land of the Fairy-Tale Man."

### *Learn to Appreciate Beauty*

Much that you read contains beauty. You should know that, and be able to enjoy beauty when you find it. It appears in many ways, in beautiful acts of people,

in descriptions of nature and buildings, in stories as well as poems.

The exercises here will help you find beauty in a story.

1. What short descriptions of one kind of beauty appear on page 105?

.....

.....

2. What beauty of nature is described in the next to the last paragraph on page 107? .....

.....

3. What beauty can you find on page 108? .....

.....

4. What beauty do you find on pages 112 and 113? .....

.....

.....

5. What beauty of people's actions do you find on page 115? .....

.....

.....

.....

## Making an Outline

You have made and used outlines, probably many times. You know how and why they are valuable. You know that there can be different forms for outlines. Any form that makes clear the difference between main headings

and subheadings, is all right. The work on this page will give you more practice in making an outline.

Complete the outline form below, and fill it in. Use as many figures and letters as you need.

### 1. The little mermaid

(a) Ready to get off

(b) Arrival in Denmark

(c) .....

(d) .....

(e) .....

(f) .....

(g) .....

### 2. A castle and a cottage

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

(f) .....

(g) .....



## Preparation for Reading the Poem "Steamers."

### *Practice Speaking Well*

You have studied several speech lessons. You know that good speech means worthwhile thoughts well expressed. The thoughts may be your own, or they may be in the writing of others, but the speaking of them is yours, and you must do your part well. In order to speak well, you must first

know what the exact meaning is of what you are going to say or read. Then you will know how to try to say it. Practice will make you able to speak better.

Doing the exercises here will show you some of the things you should know about reading a poem aloud with others.

1. How does your voice show the difference between a question asked and a statement made? .....

.....  
.....

2. Why is it necessary when two or more people are reading a poem aloud together, for each following speaker to speak his lines at the right time? .....

.....  
.....  
.....

3. Why is it necessary to know before you read aloud, the exact meaning of what you are going to read? .....

.....

## Activities Following the Story "The First Dutch Day."

### *How Would You Say It?*

One of the best ways of understanding perfectly what you read, is to express in your own words what a real writer has said in his. This also helps you learn to express your thoughts in words. In doing such exercises, keep the

exact meaning of the sentences, but express the meaning in your own way.

Express in your own words the meaning of each sentence below. Doing this is called *paraphrasing*.

1. Never did two more excitable young persons board the boat for Holland than Richard and Shirley Lane a certain evening in early April.

.....  
.....  
.....

2. He courteously examined the baggage of the various travelers without the shadow of a smile lighting up his grave face. ....

.....  
.....  
.....

3. It was a goodly procession of cleanly housewives who passed in review all along the line. ....

.....  
.....

## Find Information and Summarize

Holland has a long and a great history. It is an interesting country to read about and to know more about.

Find at least one longer account of Holland, read it, summarize the main facts and write them here.

[illegible]

## Activities Following the Poem "Word Magic."

### *Learn to Speak Well*

Reading poems aloud with others is one of the best ways of learning to use your voice to the best advantage. You should be quick to notice the need for certain expressions, depending upon the meaning of what is said. Suppose you were looking at the poem "Word Magic" for the first time.

Suppose you had to tell someone how to speak each pair of lines in the poem. Remember, you cannot *read* these lines aloud to show how they should read. You must *describe* the way they should be read so completely that anyone could then read them aloud correctly.

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Review Activities Following the Section "Travel—Foreign Lands and People."

The exercises on this page and the next will help you review the stories and poems you have read in this part of your book. If there are some details that you cannot remember, look them up in the selection that contains them.

1. Which story did you like best in this part of your book? .....

..... Why? .....  
.....  
.....

2. Which poem did you like best? .....

Why? .....  
.....  
.....

3. Which story person did you find most interesting? .....

..... Why do you think so?.....  
.....  
.....  
.....  
.....  
.....

(Continue on page 35)

4. What have you learned about the dictionary in this part of your book? .....

.....  
.....

5. How have you learned to build your vocabulary? .....

.....  
.....  
.....

6. What have you learned about speech? .....

.....  
.....

7. What reading skills have you learned most about in this part?

.....  
.....  
.....

8. How can reading skills help you in all the reading you do, in school and out? .....

.....  
.....

## Do You Read Fast Enough?

If you find that you are a slower reader than you should be, perhaps you are wasting time while you read. Do you gaze out the window too often, or think of games outdoors while reading? If you do these or other things while trying to read, you slow down your reading speed. Remember

that in order to read fast enough you must concentrate—think only of what you are reading while you read.

When your teacher tells you to, turn to page 98. Read the entire page, then answer the questions below. As soon as you have finished, raise your hand.

1. How did the riders give Inger Johanne a special honor? .....

.....  
.....

2. What did she decide she wanted to be? .....

.....

3. What did she plan to do about what she wanted? .....

.....

.....

.....

4. Why did the family have two free tickets every evening? .....

.....

5. What possible objections did Inger Johanne see to her plan? .....

.....

.....

Preparation for Reading the Play "How They Saved the Fort."

How to Read a Play

Reading a play aloud will require several reading skills. Everyone who has a part must understand the whole play, and must understand perfectly the lines he is to read and the part he is to play. Also, everyone must know how to pronounce and speak

clearly all the words in his part. Lines must be read with confidence. Every reader should read in a way that shows his interest in what he is reading.

The four exercises below will help prepare you to read a play well.

- 1. What do you know about the dangers of life in the pioneer days of our country? .....
- 2. Why should the words of brave people be spoken clearly and without shyness or fear? .....
- 3. How would words ended by exclamation marks be spoken differently from words ended by periods? .....
- 4. Why is it fun to take part in the reading of a good play?.....



## Activities Following the Play "How They Saved the Fort."

### *Think for Yourself*

One of the best ways of learning to do something better, is to tell in what ways it was not done well enough the first time. That is also one of the best methods of

making sure that you know what the best way or a good way is.

To gain help and practice in doing that kind of thinking for yourself, do the exercises below.

1. What do you think was the worst fault in the reading of the play?

.....  
.....

2. What are your suggestions for getting rid of that fault in future group reading? .....

.....  
.....  
.....

3. How important does speaking clearly seem to you? .....

.....  
.....

4. What parts of the play reading were done best? .....

.....  
.....  
.....

## Activities Following the Poem “Washington.”

## Summary of a Poem

The preparatory note on page 140 of your reader suggests that much is told in the eighteen lines of the poem. One way to find out just how much real information there is in the poem, is to read it

again and then make a summary in your own words of the information found there.

Write the summary on the lines below. Be sure that your summary includes all the information.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

# Preparation for Reading the Story "Adventures of a Fire Fighter."

## *Express Your Opinion*

Many of the stories and articles you read contain thoughts and characters you have real opinions about as you read. Whenever this is true the stories are likely to be most interesting. You will find that as you gain more ability to have and express clear opinions

about what you read, you will enjoy reading more. This ability gives you confidence, and makes you certain that you understand what you are reading.

On this page you will find helpful practice in expressing your opinion.

1. How dangerous do you think forest fires can be to all people living or working in or around forests? .....

.....  
.....

2. How important do you think it is to have men constantly on service in our forests, watching for danger? .....

.....

3. What would you think of a man who built fires carelessly in the forest during a dry season? .....

.....

4. Why would a forest ranger need courage? .....

.....  
.....  
.....

Activities Following the Story "Adventures of a Fire Fighter."

Find More Information

Our forests are a very important part of our country's natural wealth and beauty. That is why so much care is taken to guard them against fire and other dangers. This is a subject that much has been written about, and a work in which thousands of men are busy all the time. It is a subject that you may want more

information about.  
Find more about it in encyclopedias or geography books. Look under the headings "Forests," "Natural Resources," "Conservation," "Forest Rangers," or some other part of the subject that you may think of. Write a summary of your information here. Make your summary complete.

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.....



## *How Would You Express It?*

The more you practice saying in your words what others have said in theirs, the easier this exercise becomes. Remember that such practice helps you under-

stand what you are reading, and helps you learn to use words well.

Write in your own words what each sentence below says. Do not leave out anything important.

1. At the sound of his coming, a huge, powerful, barrel-chested, dark man, with ax in hand turned to look at him. ....

.....

.....

2. Down the slope they wound, descent sometimes so steep that the horse slowed down to a walk and slid down some slopes with hind legs braced. ....

.....

.....

.....

3. Soon the lower side of the long lane presented a solid front of flames, and the air was filled with whirling torches and glowing chunks of wood of great size. ....

.....

.....

.....

.....

## Preparation for Reading the Play "Dreamer and Admiral."

### *Use Your Experience*

It is easy to use your experience to help you read and understand a radio play, because nearly everyone has heard a radio. You probably have your favorite programs and your favorite announcers. You know how important it

is for radio performers to speak clearly.

Answering the questions on this page will help you use your experience in appreciating the play that you will read about Columbus.

1. Why is it necessary for an announcer to have a pleasant voice and speak very clearly? .....

.....

2. Why is it necessary for all who have parts in a radio play to speak their parts well? .....

.....

.....

3. In what country was Columbus born? .....

4. Why did Columbus have such a hard time getting people to believe him? .....

.....

5. What kind of ships did Columbus have? .....

.....

.....

Activities Following the Play "Dreamer and Admiral."

Build Your Vocabulary

As you read and hear words that you do not use often or at all, you should add them to your own vocabulary. The best way to do this is to learn what the words

mean, and then use them in sentences of your own.

Find the meaning of each of the words below, and use each of them in a sentence.

1. disturb .....

.....

2. wharves .....

.....

3. scientist .....

.....

4. route .....

.....

5. venture .....

.....

6. conquer .....

.....

7. mutiny .....

.....

.....

## Activities Following the Selection "Pioneer and President."

### *Making an Outline*

Most of the outlines you have made in this book, and with your reader exercises, have been made to show the plan of something already written. Make one now to show the form of material of your own. The main use of an outline is to furnish a plan for

writing or talking. Make an outline to show the plan for a talk or composition on the subject "Lincoln's Education." Get your facts in the story you have just read, and in history books or encyclopedias. Make your own heading and subheadings.

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Activities Following the Selection “The Soldier Who Loved Peace.”

Make a Summary

Remember that the purpose of a summary is to put in a few words the meaning of a longer selection that you have read. In making such a summary you should include or suggest all the

important facts in the selection. Most of the details, of course, will have to be left out.  
As practice, write here a summary of the selection about Robert E. Lee.

.....

.....

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.....

## Activities Following the Story "A Tube of Antitoxin."

### *Expressing Emotions*

Emotions are feelings, of excitement, fear, hate, love, or any feelings people have. Often, stories we read cause us to have certain feelings or emotions. We feel strongly about many of the characters met in stories. We are excited by many of the things they do. There are usually many emo-

tions active when we read stories. When we have such feelings it is a good thing to know how to express them.

Doing the exercises here will give you practice in expressing the emotions you may have had while reading the story "A Tube of Antitoxin."

1. Why did you hope Bennie could be saved? .....

.....

.....

2. What was your feeling when the boat stopped? .....

.....

.....

3. How did you feel as you read about Morton swimming in the dark?

.....

.....

4. What were your feelings when you learned that the boy would live?

.....

.....

.....

Review Activities Following the Section  
“History—Life Stories and Heroism.”

The exercises on this page and the next will help you review the selections and poems you have read in this part of your book. If there are some details that you have forgotten, look them up in the stories where they appear.

1. Which story in this part of your book did you like best?

.....

Why? .....

.....

.....

2. For what reasons did you like the poem in this part?.....

.....

.....

.....

3. Which real or story person did you find most interesting?

.....

Why did he or she interest you most? .....

.....

.....

.....

(Continue on page 49)

4. What have you learned in this part of the book about building your vocabulary? .....

.....

.....

5. What have you learned in this part about good speech? .....

.....

.....

6. Why is it a good thing to know how to express emotions and opinions? .....

.....

7. What subjects in this section would you like most to know more about? .....

.....

.....

8. What added proof do you now have that much of your work in reading class is connected with reading you do in other classes and outside of school? .....

.....

.....



Do You Read Fast Enough?

Are you practicing concentra-  
tion—thinking only of what you  
read as you read it? Remember  
that that is required if you  
want to learn to read fast  
enough.

When your teacher tells you to,

turn to page 188 of your reader.  
Read the entire page as fast as  
you can with complete under-  
standing. Then answer the ques-  
tions below. Raise your hand as  
soon as you have finished answer-  
ing the questions.

1. What is said about Robert’s carefulness in school? .....
- .....
- .....
2. What are some of the things he did to amuse himself? .....
- .....
- .....
3. What good qualities of character did Robert learn as a boy?
- .....
- .....
4. Why did Robert have to make his own way in the world? .....
- .....
- .....
5. What did he decide to do? .....
- .....
- .....
- .....

## Preparation for Reading "The Story of Ships."

### *Use Your Experience*

Everyone has seen, or used, or read about boats of some kind. Everyone who reads more about boats reads with some memory of what he has already known or read about boats. This is the way in which reading experience or

real experience helps you read with understanding. Always use such experience when you have it.

Doing the exercises here will help you use your experience about boats, whether your experience is real or from reading.

1. With what kinds of boats have you had either real or reading experience? Tell something about them. ....

.....

2. What makes a rowboat move in the water? .....

.....

3. What gives a sailboat power? .....

.....

4. What kinds of ships are now used for travel on the oceans? .....

.....

5. What do the pictures on pages 208 and 209 show about the development of travel on water? .....

.....

.....

Activities Following “The Story of Ships.”

Use the Dictionary

Continue to use your dictionary, not only for definitions, but for pronunciation and practice in understanding letter markings.

For further practice in this dictionary skill, do the exercises here. Turn to page 233 of your

reader and find the three columns of words. Write each word, plus any two other words from the story, beside each figure below. Then find each word in the dictionary and mark it as the dictionary does.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....
- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....
- 11. ....
- 12. ....
- 13. ....
- 14. ....

## Activities Following the Poem "Miss T."

### *Think for Yourself*

Poems are often amusing. The subject the poet chooses is amusing, and the words he chooses to tell about it add to the fun. Readers who can best appreciate such poems are readers who know why the poems are funny. They can

see why the idea is amusing, and how the words help make it so. If you think for yourself about this you will see how it can be helpful to know these things.

Doing the exercises here will help you.

1. Just what is the main idea in the poem "Miss T"? .....

.....  
.....  
.....

2. Is this an idea you have ever thought about before? .....

3. How does the fact that you hadn't thought of this idea help make it amusing? .....

.....  
.....

4. How do the words, and the way they are used in this poem, help make it amusing? .....

.....  
.....  
.....



Activities Following the Selection "The Training of a Clown."

Finding the Main Thought in Paragraphs

Do you know about "topic sentences"? They are the sentences in paragraphs that tell or suggest what the paragraph tells about. The topic sentence may be said to contain the main thought of a paragraph. But even when there

is no topic sentence, the paragraph will usually have a main thought. Write, on the lines below, the main thought in each of any seven paragraphs in the part of the story called "A Child in the Show."

1.

2.

3.

4.

5.

6.

7.

## *Appreciating Story Characters*

You find much more pleasure in stories about people when you try to understand them as fully as you can. Do not think of them, as you read, as just people in a story. Think of them as real

people, with real ambitions and joys and sorrows. When you do that you appreciate the story more, as well as the characters.

These exercises will help you appreciate story characters.

1. In what ways is it shown that Mr. Stelling is a kind old man?

.....

.....

.....

.....

2. How does John show that he is very much interested in the old clown's story? .....

.....

.....

3. Which people in the story did you dislike? .....

.....

Why? .....

.....

.....

.....

Preparation for Reading the Selection "Flight to Hawaii."

Use Your Experience

Have you ever been up in an airplane? Most people have not. But nearly everyone has seen an airplane speeding through the sky. Most people know something about them, and are interested in them. And because of their real or

reading experience with airplanes more reading about them is easy to understand.  
The exercises here will help you tell about your airplane experiences, whether they are real or from reading.

- 1. If you have ever been up in an airplane, tell something about it here. ....
- 2. Why do you suppose fliers like to make speed and distance records? ....
- 3. Where is Hawaii? ....
- 4. Find Oakland, California, on a map. About how far is that city from Honolulu? ....
- 5. Why is a windshield necessary in an airplane? ....

## Activities Following the Selection "Flight to Hawaii."

### *Express Your Opinions*

There are several exciting happenings in this true story. There are many actions that show the courage of men. This is the kind of story that causes you to have strong feelings of admiration

toward the characters, and of hope for their success. How well can you express your opinions of them, and your feelings about them?

The exercises here will give you practice in that ability.

1. Which man in this story did you admire most? .....  
Why? .....  
.....  
.....
2. What was the first happening that you thought was exciting?  
.....  
.....
3. What did you think was the most exciting point in the story?  
.....  
.....  
.....
4. What did you think of the two army fliers for giving good advice to Smith and Bronte? .....  
.....



## Remember Important Details

If you were planning an airplane trip to Hawaii, would you have any important details to remember? You know that you would. Details are always of some importance, and sometimes very

important. It is well to practice the ability to remember them when they are important.

The exercises here will give you practice in that important ability.

1. What caused the first trouble in the Hawaiian trip? .....

.....

2. What was the name of the plane Smith and Bronte flew? .....

.....

3. What did the army flyers advise them to take? .....

.....

4. What use did they later make of this article? .....

.....

5. What did the steamships do when they heard the distress signals? .....

.....

6. How did Smith cut down on the use of gasoline? .....

.....

7. Which Hawaiian island did they see first and land on? .....

.....

8. How did they land in order to save themselves? .....

.....

## Activities Following the Poem "They Fly Through the Air."

### *Fun with Words*

It is fun to try to say rapidly such "tongue-twisters" as "She sells sea shells on the sea shore." It is also good practice in learning to speak clearly, and in making

your voice flexible or easy moving. Practice reading the sentences below aloud, when your teacher asks you to, until you can say them easily.

1. Alice always asks Albert to assist with the announcements.
2. Her big brothers bounced Beth's best ball.
3. Carefully carry the carrots to the car.
4. Drip, drop, the ditch drained, drop by drop.
5. The eager eagle flew east in the evening.
6. He flees on his fleet feet for freedom.
7. The gale grew greater through the gap.
8. Hand the hammer to Harry who will hang it in the hall.
9. Irene's iris and ivy were injured by ice.
10. If a jest is a joke, then a joker is a jester.
11. The king kept the key to the kennel in a kettle.
12. The little lane led to the lake where the lady lived.
13. The major's messenger made the market manager move.
14. In the novel the noble nurse's name was Nora.
15. We observed an owl and an otter eating oats under an old oak.
16. Put the pretty pickles at Patty's place, please.
17. Quickly question the quiet queen about the quarrel.

Activities Following the Selection “At the Court of King English.”

Practice Speaking Correctly

The purpose of all the speech lessons in your reader is to help you on your way to better speech. The play you have read shows how important it is to pronounce words correctly.

Doing the exercises here will help you make sure of your pro-

nunciation of some words that are often not pronounced correctly. Turn to page 275 of your reader. Choose any 14 of the words listed on that page, and write them below as the dictionary marks them for pronunciation. Be sure that you copy the marks accurately.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....
- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....
- 11. ....
- 12. ....
- 13. ....
- 14. ....

## Activities Following the Story "Dig and Dogie Days."

### *Find the Main Thoughts*

The story about the rodeo is divided into two sections. In the first section one part of the story is told about, and in the second section another part is told about. In each section are several im-

portant thoughts or story developments, without which there would be no story.

In the exercises here tell what the main thoughts are for each part of the story.

1. ....

.....

.....

.....

.....

.....

.....

2. ....

.....

.....

.....

.....

.....

.....



## *Appreciating Story Characters*

Do you have any story people that you think of as real friends? Many readers have such imaginary friends. They are fine friends to have. When you have such a liking for story people that

you think of them as friends, it is certain that you know how to appreciate story characters.

The exercises here will help show how well you appreciate some story characters.

1. What was the name of the most important girl in the story?

.....

2. In what ways was this girl so appealing that you would like to think of her as a friend? .....

.....

.....

3. What was the boy's name? .....

4. Why would it be easy to think of him as a friend? .....

.....

.....

5. Why did you like their father? .....

.....

.....

6. What other likeable people did you meet in this story? .....

.....

## Activities Following the Poem "The Cowboy's Life."

### *Enjoying Poetry*

All poetry is written to be enjoyed in one way or another by the people who read it. Of course some readers like one kind of poetry, and other readers like other kinds. But one kind that most

people like is poetry that is written simply and pleasantly about a subject easy to understand.

The exercises here will help you tell why the poem about cowboys is the kind most people enjoy.

1. What is the subject of the poem? .....

.....

.....

2. Why is that a subject that many people enjoy? .....

.....

3. What is there about the language of this poem that makes it enjoyable? .....

.....

.....

4. Are there many rhymes in this poem? .....

.....

5. How does the rhyming help you enjoy the poem? .....

.....

.....

## Review Activities Following the Section “Knowledge—Power and Pleasure.”

The exercises on this page and the next will help you review the selections you have read in this part of your book. If there are some details that you cannot remember, look them up in the selections where they appear.

1. Which selections in this part of your book give you knowledge of things that show or use power? .....

.....

.....

2. Which selections tell of pleasures that come from development of power? .....

.....

3. Which story or article did you like best in this part of your book?

.....

Why? .....

.....

4. Which poem did you like best? .....

..... Why? .....

.....

.....

(Continue on page 65)

5. Which story character did you like best in this part? .....

..... Why? .....

.....

.....

6. What have you learned in this part of your book about appreciating story characters? .....

.....

.....

7. Write some of the words that you have added recently to your vocabulary. ....

.....

8. What are some of the ways in which your experience has been valuable in reading this part of your book? .....

.....

.....

9. What subjects written about in this part of your book would you like most to know more about? .....

.....

.....



## Do You Read Fast Enough?

Continue your efforts to keep from thinking of other things as you read. Continue to concentrate. Probably you are reading at a better rate of speed, and understanding better, than when you started your reading this year. If so, do not worry about your present speed. Just do your

best to keep your mind on the reading as you read, and your progress will be satisfactory.

When the teacher tells you to, turn to page 222 of your reader, and read the entire page. Then answer the questions below, and raise your hand to show the teacher that you have finished.

1. What is the real name of the most famous early American warship?

.....

2. What have American school children had to do with this famous ship?

.....

.....

.....

3. What is the other name of this ship?

.....

4. How did this ship help prove to the young patriots that America could take care of herself on the seas?

.....

.....

.....

## Preparation for Reading the Story "Jan the Prince."

### *Use Your Reading Experience*

You have probably read many stories about people who are not real, doing things that could not possibly happen. Fairy tales are like that. Sometimes such stories are very interesting. Often they have a wonderful hero in them

who has amazing experiences, and a beautiful heroine who is helped by his actions. Do you remember any stories of people who never were, doing things that never could be?

The exercises here will help you answer.

1. What stories have you read that told about animals that could speak to people and do other remarkable things? .....

.....

.....

2. Tell something you have read about any one of the following unreal story people: Snow-White, Wizard of Oz, Cinderella, Sleeping Beauty.

.....

.....

.....

3. What are some of the reasons that some fairy stories are so very interesting? .....

.....

.....

.....

# Activities Following the Story "Jan the Prince."

## *Appreciating Beauty*

There is beauty in some objects that are seen, and there is also beauty of thinking and of action. People not only make things that are beautiful; they also do things that are beautiful. In your reading and in your thinking, you

should remember that there are these many kinds of beauty.

The exercises here will help you think of and understand some of the different kinds of beauty in the story about Jan the Prince. Think carefully as you work.

1. Make a list of all the beautiful *objects* mentioned in this story.

.....

.....

.....

.....

2. Which of these beautiful objects are shown in the three illustrations for this story? .....

.....

3. Mention several beautiful deeds and thoughts told about in this story. ....

.....

.....

.....

.....

## Activities Following the Poem "Beautiful Things."

### *Expressing Emotions*

If we have emotions but cannot express them we are failing to use language as fully as we should. If we cannot express our feelings we cannot share with others the interest of our experiences. It is not enough to say "It is pretty," about something that we have liked very much and feel strongly about. We should know how to

put our feelings in words.

Doing the exercises here will help you gain this ability. Think of a real person who is like the word picture in each stanza of the poem. Then write what your feelings are toward that person if you know him or her well, or what you think you would feel if you did know the person.

1. ....

.....

.....

2. ....

.....

.....

3. ....

.....

.....

4. ....

.....

.....



## Preparation for Reading "The Story of Perseus."

### *Use Your Reading Experience*

Did you find, when you read the story about Jan, that you had read other fairy tales somewhat like it? All fairy tales are alike in some ways, though each has its own story. There are some unreal stories called legends or myths.

The people in them never lived, and their actions could never have happened. You have probably read some myths and legends.

The exercises here will help you use your reading experience to prepare for the next story.

1. Tell something you have read about one of the following popular heroes in myths and legends: Hercules, Jason, Ulysses, Thor, King

Arthur. ....  
.....  
.....

2. What do you think is the greatest deed ever done by a hero or heroine in myths and legends? .....

.....  
.....  
.....

3. How does it add to the interest if you forget for a time, while reading myths and legends, that the actions are impossible and the people are unreal? .....

.....  
.....

## Activities Following "The Story of Perseus."

### *How Would You Say It?*

You have heard of Benjamin Franklin, of course. Franklin was an excellent writer, as well as a leader in other ways. One of his methods of learning to understand what he read, and of teaching himself to write, was to express the ideas of other writers in his

own words. This is the same exercise, though you have done less of it, that you have done several times in this book.

How would you express the meaning of the sentences indicated below? Follow the directions carefully.

1. The second story sentence on page 315 of your reader. ....

.....

.....

.....

.....

2. The last sentence on page 319. ....

.....

.....

.....

.....

3. The third sentence on page 326. ....

.....

.....

.....

## Preparation for Reading the Selection "Real-Men Artists."

### *Appreciating Beauty*

Everyone has seen paintings or copies of paintings. They are one of the best and commonest forms of beauty. Their beauty is of different kinds, just as the beauty of nature is of many different kinds. Some people prefer one kind, some another. There is enough beauty for everyone.

Fine buildings are another form of beauty that everyone has seen in fact or pictures. These also are varied in their beauty.

The exercises here will ask you to tell what kinds of beauty in paintings and buildings you have seen. Remember that there is beauty of some kind everywhere.

1. What are the subjects of the paintings or copies of paintings that you like best? .....

.....

.....

2. What scene in nature do you know that would make a good subject for a painting? Tell also why it would be good. ....

.....

.....

.....

3. What buildings have you seen, or seen photographs of, that are beautiful? .....

.....

.....

Activities Following the Selection "Real-Men Artists."

Make a Summary

There are many facts and thoughts and opinions expressed in the selection about art and artists. It would therefore be a good one to summarize, to put in

such form that you could tell someone briefly what it is about. Make a summary of "Real-Men Artists" which includes everything that is important.

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.....



Activities Following the Speech Play "The Return of the Princess."

Work for Good Speech

In this play you met a boy who spoke badly, and wouldn't try to improve, and for those reasons was disliked by the other children. Of course that is exaggerated. But people who speak correctly do like to have friends who speak correctly,

even though the coming of a princess does not depend upon their good speech. There are many reasons for speaking correctly.  
The exercises here will help you think of some of the more probable reasons.

1. In what ways do you think correct speaking might help people get jobs, or incorrect speaking might keep them from getting jobs?

.....

.....

.....

.....

2. What are some of the speaking errors that you, or others you hear, make? .....

.....

.....

3. In what other ways, besides getting jobs, can correct speech be helpful to people? .....

.....

.....

Activities Following the Poem "The Merchants."

Appreciating Beauty in Poems

Remember that a poet is a writer who works not mostly with facts, but with suggestions and imagination. He is not trying to prove anything. He is usually trying to show you some beauty he has seen.

In order to appreciate the beauty he is presenting, you should let his suggestions lead you to see what he has seen.  
The exercises here will help you understand that idea better.

- 1. What do you think of first when you think of merchants?  
.....
- 2. In what way does the poet use that word in the title of her poem?  
.....
- 3. Why is it proper to use the word that way for this poem? .....  
.....
- 4. Who are the "merchants" in this poem? .....  
.....  
.....
- 5. Why is it easier to understand what each of the "merchants" has to sell if you look not for facts but for suggestions and imagined ideas?  
.....  
.....  
.....  
.....

Preparation for Reading the Story "The Candlestick Maker."

Finding Information

Do you know much about Guatemala? Probably you have never been there, and possibly you have not read much about that little country. So it is not likely that your real or reading experience will help you appreciate a story

about Guatemala.  
In order to gain a background for reading this story, find in an encyclopedia or other reference book some information about Guatemala. Make a summary of your information here.

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.....

# Activities Following the Story "The Candlestick Maker."

## *Finding More Thoughts*

Stories are built up with story facts and details just as true articles are by real facts and details. And just as there are main thoughts in articles, so there are in stories. You will notice that

the story about the Guatemalan children is divided into two parts.

In the space below write the main thoughts you find in each part of the story.

1. ....

.....

.....

.....

.....

.....

.....

2. ....

.....

.....

.....

.....

.....

.....



Review Activities Following the Section “Beauty—Reality and Fancy.”

On this page and the next are exercises that will help you review the selections you have read in this part of your book. If you have forgotten some of the details, look them up in the selections where they occur.

1. Which selections in this part of your book would come under the subhead “Reality”? .....

.....

.....

2. Which selections would come under the subhead “Fancy”? .....

.....

.....

3. Which story in this part of your book did you like best? .....

.....

Why? .....

.....

4. Which poem did you like best? .....

..... Why? .....

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(Continue on page 79)

5. What real or story character did you find most interesting in this part of your book? .....

Why did he or she interest you? .....

.....

.....

.....

6. Which kind of stories do you prefer, those telling of possible actions or those telling of entirely imagined actions? .....

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Why? .....

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7. What have you learned in this part of your book about appreciating beauty? .....

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## Do You Read Fast Enough?

It is easier to concentrate for a short time than for a longer time. But most of the reading you do consists of many pages. The speed check here will cover more material than the ones before have. Try, however, to con-

centrate just as well.

When your teacher tells you to, turn to page 337 in your reader. Read to the bottom of page 340. Then answer the questions below and raise your hand to show the teacher that you have finished.

1. How high is "up" for a building? .....

.....

2. What are very tall buildings called? .....

.....

3. Why does it take such a short time to build a skyscraper? .....

.....

.....

4. By what force are elevators run? .....

.....

5. Why was the shape of skyscrapers changed? .....

.....

.....

.....

6. Does the author say that "fake" architecture can be beautiful? .....

.....

## Preparation for Reading the Story "Corbie."

### *Use Your Experience*

This page reminds you of the value of using your experience to help you understand what you	read. Here you will do exercises that will help you read and enjoy the next story in your book.
---	---

1. What real or reading experience have you had with interesting wild birds? .....

.....

.....

2. What is your opinion of crows? .....

.....

.....

3. Why do you think it is possible, or not possible, to train wild birds to be tame and do tricks? .....

.....

.....

4. Why do you think a wild crow would be happier, or less happy, away from his family and the friends he knew first? .....

.....

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Activities Following the Story "Corbie."

Finding Main Thoughts

You should be finding it easier by now to recognize the most important thoughts or ideas in a story. With practice this ability can be mastered. But though it has become easier, it has not become less important. Continue in

all your reading to recognize and appreciate the importance of the main thoughts.

What are the main thoughts in each of the three parts of this story about the remarkable crow, Corbie?

1. ....

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2. ....

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3. ....

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## Build Your Vocabulary

Remember to add useful words to your vocabulary, whenever you find some that you do not know. Remember also that you must use them frequently in order to make them really yours.

Find the meaning of each word below, then write after each of them either a synonym or a brief definition. The figures tell the page and line where each word appears.

1. rare 365-6 .....
2. minstrel 366-4 .....
3. seldom 366-5 .....
4. floundering 369-19 .....
5. ramble 371-17 .....
6. ridgepole 371-21 .....
7. fluttering 373-10 .....
8. tattered 374-6 .....
9. gorgeous 374-7 .....
10. inherited 374-16 .....
11. glistening 375-5 .....
12. morsel 376-5 .....
13. civil 378-23 .....
14. mirth 379-23 .....
15. affection 380-16 .....

## Activities Following the Poem "March."

### *Improve Your Speech*

Are you finding more pleasure in choral reading, and learning to read your parts properly? In order to make the whole reading successful, everyone who reads a

part must do it well.

Doing the exercises here will help you decide whether or not the choral reading of the poem "March" was successful.

1. Did the class reading of the poem succeed in showing March scurrying through his windy days? .....

.....

2. If your answer to question 1 was "Yes," tell the points of good reading that made the result possible. If your answer was "No," tell why the reading did not succeed. ....

.....

.....

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3. Why are some lines suggested for high voices, some for medium, some for low, some for solo parts, and some for all voices combined?

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Activities Following the Story "Adrift on the Amazon."

Ability to Appreciate Story Characters

The people of this story live and work in a strange land, and have experiences that you have probably never heard of before. Yet the people are like people everywhere, in their interests and

the ways in which they think and act. Is it easy for you to appreciate that fact?

The exercises here will help you understand this idea and use it in your future reading.

1. Why was it natural that the author and Jose were pleased by Uncle Manuel's plans? .....

.....

.....

2. In what ways do the actions of all the story people seem natural all the way through the story? .....

.....

.....

.....

3. How does the fact that all the characters act and talk naturally help you appreciate them, even though they are doing unusual things in a strange land? .....

.....

.....

.....



## Think for Yourself

Often when people read stories they like, they think of themselves as having the experiences the story characters are having. Whenever a reader puts himself in the place of a story person this way, he finds that his hopes rise when the character's do, he fears when the character fears, and so on. Whether or not you follow the

story character so closely as you read, you almost always form some opinion of him and his actions.

The exercises here will help you think about this. Write below a summary of how you think you would have felt if you had been in Jose's place. Think carefully of all his experiences.

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## Activities Following the Story "Danger from the Mountain."

### *Use the Dictionary*

Learn to use the dictionary as a familiar book. Now that you know some of its many uses, you know how helpful it can be.

Turn to page 402 of your

reader. Write on the lines below any seven of the words listed on page 402. Mark each word as the dictionary marks it. Then use each word in a written sentence.

1. ....

.....

2. ....

.....

3. ....

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4. ....

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5. ....

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6. ....

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7. ....

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## Activities Following the Poem "How to Catch a Bird."

### *How Would You Express It?*

It is easy to realize that this poem uses less imagination and fewer poetic suggestions than most poems do. But it does have

clear and definite ideas.

How would you express the ideas of each stanza in your own words? Be as clear as the poet.

1. ....

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2. ....

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## Activities Following the Selection "Insect Musicians."

### *Make a Summary*

It is especially helpful to know how to make summaries of material that contains many facts. In such summaries the most important facts should be mentioned, and all other facts and ideas

merely suggested. From such summaries readers or listeners should know quite well the nature and the importance of the selection.

Make a summary here of the selection about insects.



## Activities Following the Poem "Beauty Everywhere."

### *Appreciating Beauty*

Do you find it easier now to find beauty in the many poems that have it? This last poem in your book gives you a kind of

poetic review of the places where beauty may be found.

The exercises here will ask you to tell of beauty.

1. What beauty have you seen in the "sun, and moon, and crystal stars"? .....

.....

.....

2. What beauty most appeals to you in spring? .....

.....

.....

3. What beauty have you seen in the woods? .....

.....

4. Why do you agree or disagree that there is beauty everywhere?

.....

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.....

## Preparation for Reading the Selection "Rise and Shine."

### *Use Your Experience*

You have seen many times, in this activities book, how valuable your own real or reading experience can be in helping you understand what you read. Do not forget to continue to make full use of it as you go on with your read-

ing. And remember also that the use of your experience is valuable in all your reading, and not just in what you read in your reader.

The exercises here will give you more practice in using your real or reading experience.

1. If you have seen or read about any large sailboat, tell something about it here. ....

.....

.....

.....

2. Why do you think it would be exciting, or not exciting, to sail the ocean in a real sailboat? .....

.....

.....

.....

3. Why do you suppose it is necessary to keep a boat clean? .....

.....

4. Why do you think you might have a good appetite at sea? .....

.....

## Activities Following the Selection "Rise and Shine."

### *Think for Yourself*

Reading helps thinking, and reading also requires thinking. You have been asked several times in this book to think for yourself about problems connected with what you have read. This

ability is an important one, not only in your school work, but in everything you do.

The exercises here will give you helpful practice in that important ability.

1. Are there pathways, like roads and highways on land, over the oceans? .....

.....

2. Why must the captain of a ship be more independent than the engineer of a train locomotive? .....

.....

.....

3. In what ways would it be harder to be the captain of a sailing vessel than of a great steamer? .....

.....

.....

4. What qualities of leadership would you expect to find in the captain of a sea-going sailboat? .....

.....

.....

## Use the Glossary

Remember that many books have glossaries. When you do not have a dictionary you may find the word you want in your glossary. Not all the words you will want to look up are there, but many of them are. This page reminds you that you should remem-

ber to use glossaries in books that have them.

Find the way each of these words is marked for pronunciation in the glossary, and mark them that way. Then write a sentence using each word correctly.

1. bulkhead .....

.....

2. bulwark .....

.....

3. helmsman .....

.....

4. moorings .....

.....

5. smudges .....

.....

6. tantalizing .....

.....

7. wafted .....

.....



**Review Activities Following the Section**  
**“Nature—Pleasure and Dangers.”**

On this page and the next are exercises that will help you review the selections that you have read in this part of your book. If there are some details that you cannot remember, look them up in the selections where they appear.

1. Which selections in this part of your book show some of the pleasures of nature? .....

.....

.....

2. Which selections show some of the dangers of nature? .....

.....

.....

3. Which story did you like best in this part? .....

..... Why? .....

.....

.....

4. Which poem did you like best? .....

..... Why? .....

.....

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*(Continue on page 95)*

5. What have you learned in this part of your book about dictionaries, glossaries, and building your vocabulary? .....

.....  
.....  
.....

6. What information about speech improvement do you remember?

.....  
.....  
.....

7. What subjects written about in this part of your book would you like to know more about? .....

.....

8. What value can you see in knowing and practicing the reading skills that you have been learning in this book? .....

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.....  
.....  
.....

## Do You Read Fast Enough?

If you have learned by now the lesson of concentration, you have taken a great step forward in reading ability. Remember that without concentration no one can read fast enough, and that with it anyone can.

Turn to page 365 in your reader. Read the entire part called "A Little about His Family." Then answer the questions below and raise your hand to show the teacher that you have finished the reading and the exercises.

1. What do you know about Corbie's ancestors? .....  
.....  
.....
2. At about what age was Corbie adopted? .....
3. Tell something about the crows' nest. ....  
.....  
.....
4. Why were the baby crows so homely? .....  
.....
5. Do baby crows need much food? .....
6. What does the author say other birds had better do to protect their eggs from crows? .....  
.....
7. How do crows keep from showing where their nests are? .....  
.....

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